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ABSTRACT

This paper describes some major implications of the ComField projections for the planning and evaluation of a teacher education program, under the following headings: 1) society's need for education; 2) education's response to society's needs; 3) emergent goals, curriculum, organization, and personnel roles; 4) the generic functions and training needed by educational personnel to operate effectively and efficiently within the emergent educational contexts. Other objectives requiring consideration are 1) the relationship between the individual and society; the processes of change, innovation, and adaptation; the needs for resource development and utilization; the relationship between history, culture, and social structure; the relationship between family and community life; the issue of how people govern themselves; and the relationship of these influences to education; 2) problem-solving capability through various methodologies and strategies; 3) the relationship between man and environment; 4) the capability to perceive and communicate effectively; and 5) accurate self-knowledge. The program objectives must provide the direction and focus for the instructional experiences and management activities. The outcomes of the program will rest on the quality and interpretation of the objectives. Related documents are SP 004 155, and SP 004 157 to SP 004 166. (MBM)

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APPENDIX B

SOCIETAL AND EDUCATIONAL PROJECTIONS: ANALYSIS AND IMPLICATIONS

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SP004156

Societal & Educational Projections: Analysis and Implications

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Introduction

The declared purpose of the Societal and Educational Projections prepared for the ComField feasibility study was to identify trends and developments which need to be considered in planning elementary teacher education programs in the future. The objectives of this critique are:

1) to confront the ComField Projections with the sensitivities and insights gained by the author in a related activity involving the identification of societal and educational trends which will have an impact upon the future of educational technology;[1]

2) to identify methodological considerations which must be attended to in the derivation of projected trends and developments; and

3) to describe some major implications of the ComField Projections for the planning and evaluation of a teacher education program.

The Problem Re-Stated

The dynamics of population growth, educational goals and objectives, changes in the administration and structure of education, changes in instructional organization, methodology and curricular patterns, and developments in educational media/technology are among the forces which are shaping the roles and tasks of today's elementary teachers. However, these educational forces are affecting and being affected by societal demands such as continued urbanization, changes in governmental

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1 Sell, G. Roger. "The Future of Educational Technology," as a part of a USOE funded project, The Development and Validation of Criteria to Evaluate Media Training, Grant No. OEG 9-8-000520-0143, December, 1969.

relations, multiple-vocations, increased leisure, and an increasing accumulation of scientific and technical knowledge.

Present and prospective teacher preparation programs at all levels--from graduate or special institute to inservice training--must be responsive to these forces in terms of diagnosing and describing the essential preparation needed to develop competent teachers for the schools.

Projecting the nature of and demands for education in the 1970's (or beyond) is critically needed if teacher preparation programs are to provide relevant and realistic exposures, understandings, and involvements for prospective teachers. However, it is equally imperative that teacher functions or activities for the future be derived from these projected trends and developments to provide adequate information in determining the capabilities and, therefore, the curricula that needs to be provided.

Methodology Considerations

The capability to provide significant, reliable, and acceptable information regarding the factors which are influencing the directions of education and teaching relies upon a method which identifies: (1) the assumptions which govern the projections, (2) a clear description of the sources utilized to derive the projections, (3) the technique(s) for collecting, evaluating and describing the projected information, and (4) the factors which influence the process of change, how they operate, and which facilitate and impede progress in a given direction.

Assumptions

In any given area of society or education there are numerous variables which may affect the direction or future outcomes. Therefore, to manage the task of deriving projected trends and developments requires that the major assumptions which underlie the proposed directions be identified (which, in effect, controls certain variables). These major assumptions, regarding the projections of society and education, are identified and described within the ComField projections.

Sources

The range of sources available to call upon for projection related information is almost inexhaustible. Therefore, the selection and documentation of information sources should be chosen with respect to the intended significance, reliability, and acceptance of the outcomes.

In the case of the ComField Projections, heavy reliance was placed upon the products of committees who explored, debated and synthesized the various trends in society and education. Furthermore, these sources

were employed only through those aspects of their work which have been published.

Realizing that limited time and resources were constraints on the ComField Projections, three other types of sources would have been desirable for information and documentation:

1) a description of the range of current educational practices, especially with reference to teacher roles and their respective activities, the outcome of which would have produced a description of what it is we are identifying and attempting to change;

2) the utilization of the public and practitioners in the schools, colleges, and community who are directly affected by changes and who indeed facilitate or impede changes; and,

3) the analysis and description of educational organizations and associations which are working for defined goals, and are in the mainstream of educational change.

Technique

A well-defined procedure for collecting, evaluating, and describing projection information is equally necessary for the successful identification of trends in education and society. The extent to which this procedure is documented in the ComField Projections is somewhat lacking. However, the perceived means by which the literature review and analysis was executed in the ComField Projections cannot be seriously eroded due to lack of sufficient information.

Change Factors

If projection outcomes are to be diffused in a responsible manner, they must define or describe factors which are judged to facilitate or impede progress in specified directions. However, our tools for collecting and assessing this type of data are sparse and not without significant error. Furthermore, much of the knowledge concerning the process of societal or educational change has not been generated in sufficient detail or disseminated for application. Therefore, the ComField Projections require the applicator to make judgments regarding the identification of situational change factors and effecting change through them.

One other significant omission in the ComField Projections regarding change is a discussion of the influence of factors within and between society and education. These factors should not be seen as mutually exclusive categories of anticipated trends or developments. Rather, it would be realistic to see them as mutually influencing areas of activity which have inner momentum and direction.

Implications of the ComField Projections

The purpose of this section is to describe some major implications of the ComField Projections for the planning and evaluation of a teacher education program. These implications will be presented under the following headings: society's need for education; education's response to society's needs; emergent curriculum, goals, organizational framework, and personnel roles in education; and, the generic functions and training needed by educational personnel to operate effectively and efficiently within the emergent educational contexts.

Society's Need for Education

- The increased longevity of individuals will require: (1) systematic renewal of vocational skills, (2) vocational preparation for a cluster of jobs within a career area, and (3) preparation for the enjoyment of more "leisure time" activities;

- Public elementary school programs will be increasingly requested to provide early childhood educational experiences for the current preschool populations, especially with regard to intellectual/creative stimulation and emotional development within the contexts of interpersonal activities;

- With the decline in the establishment and control of standards by church and home, educational programs will be asked to assume more responsibility for the "teaching" of attitudes and values;

- Larger student populations with more diverse needs in terms of scope and intensity must be prepared to live in a more populated, diverse, and mobile world: the need for mass education through the method of individualized programs will be advocated;

- Individuals will need to accept primary responsibility for continuing their growth and development throughout their lifetime. However, with the realities of multiple vocations, specialization, and "forced" leisure time, educational programs must have the capabilities to provide flexible, but yet relevant, experiences for the spectrum of learner populations;

- Decisions to be made by individuals or groups in society will call upon the generation or retrieval of updated and reliable scientific and technical knowledge: the primary capability for individuals will be to process such knowledge (with the assistance of computers and other technologies) and not to individually store such knowledge which may be readily outdated or inaccurate;

- The public will increasingly seek active participation in the planning and evaluation of educational programs which are designed to meet their or their children's needs: a means must be established

and implemented which will provide representatives from a coalition of populations who are most directly affected by a given educational program.

Education's Responses to Society's Needs

- Increasing educational opportunities will need to be provided for early childhood, post-high school, and senior citizen populations to meet the patterns of population growth;

- Early childhood curriculums will have to be described, designed, and implemented within the contexts of ongoing elementary education programs;

- Educational programs must provide sensitivities, understandings, and involvements for individuals to become acquainted with social and individual problems and to be effective in working with groups to achieve desirable solutions;

- Schools must become more functionally organized to accommodate the expressed needs of individuals in relationship to their immediate and projected environments;

- Schools will need to be supportive of and responsive to reliable developments and innovations for the improvement of the quality and efficiency of learning.

Emergent Goals, Curriculum, Organization, and Personnel Roles

- The emergent goals of education must represent the needs and values of the public, but they must also provide for individual differences;

- The public will continue to hold the schools accountable for preparing responsible citizens. However, the concept of a responsible citizen is evolving to mean one who has: an inquiry and problem-solving capability; an adaptive ability to meet changing situations and challenges; a democratic commitment in both principles and procedures; a rational approach to the resolution of problems and conflicts; and a respect for the personal rights and privileges of others;

- The goals of the school may be seen as three generic emergent types: those which advocate self-fulfillment of the individual learner by having the student recognize and maximize his potential; those which advocate self-direction of the individual learner by encouragement of a realistic attitude while increasingly assuming more responsibility for his own decisions, learning, etc.; and, those which advocate the learner's commitment to work through society to achieve his own and other's goals;

- Learner goals will be teacher/student derived and will include a

healthy balance of process and content outcomes, affective (values, attitudes, feelings) as well as cognitive and psychomotor outcomes, and representative of the needs of the individual as demonstrated by personal growth and development information;

- The instructional experiences (curricula) will be designed and developed on the basis of broad guidelines established by the goals of the school. However, several characteristics appear to be emerging as to the nature of the curriculum: the central methodology for meeting the needs of learners will be through individualized programs which have strong personalized components; skills areas or competencies will be replacing the traditional time- and subject- based curricula as seen in non-graded programs; instructional media/technology will be increasingly employed to support specific learner objectives and will be applied as modules of instruction within the larger instructional program; and, instructional settings will be expanded to include the home and community as well as more diversified school contexts, e.g., learning resource centers, simulated environments, etc.;

- Personnel roles in the school will become increasingly differentiated with respect ot the instruction function. Most teachers will enter the school as "generalists," e.g., a primary group teacher, an intermediate group teacher, etc. However, each teacher will be required to perform a specialized function related to the support of instruction. This specialized function may include a particular emphasis within an instructional team such as the design and development of instructional experiences, research or evaluation in the ongoing program, or application of particular instructional media for specific learners;

- Changes in organizational and administrative structure and operations are deemed imperative if curricular advancements and coalition efforts are to become realities. In general, the apparent direction organizational and administrative behavior is moving can be identified as twofold: establishing an operation which is publicly accountable in terms of identifying and implementing a means by which educational programs are responsive to the public's need for education; and, supporting, coordinating, and facilitating a comprehensive effort to make an educational program personally relevant to those for whom it is intended.

Needed Training for Prospective Teachers in Early Childhood and Elementary Education

The most generic and pervasive role which the teacher in early childhood and elementary education programs will be asked to perform (in light of the societal and educational projections and their implications) is that of an "instructional manager."

This speaks strongly to a change in the present basic teacher's functions such as the dissemination of information (ideas, concepts, data)

the supervision of classroom and playground activities, or administrative record-keeping for the lunch program, attendance, or grade reports. Although some of these functions will probably remain the responsibility of many "classroom" teachers, the trend is toward the following functions:

DIAGNOSING learner characteristics, abilities, and needs through the processes of perception and evaluation to establish some basic knowledge with regard to an individual learner or population of learners;

SPECIFYING learner objectives through a process of consultation to establish some short-term and long-term goals which will give direction to the learners'growth and development;

PROVIDING students access to a variety of instructional resources which stimulate their interests, motivation, and potentiality through the process of selecting materials and experiences which offer students several options to achieve their objectives;

ASSISTING students in the choice of learning experiences which will achieve their defined objectives by a process of "selecting" or negotiating those materials and experiences available (or possible);

EVALUATING the outcome of learner experiences with the student in question for the purpose of determining the effectiveness or efficiency of those interactions; and,

COUNSELING learners in their process of developing a self-concept which "fits" their characteristics, potential, interests, and goals through the use of counseling techniques which are aimed at student self-knowledge and adjustment;

To facilitate the instructional management functions identified above, teachers will probably have to perform one or more of the following support functions:

Participating in a team which selects, designs, and/or develops instructional materials and strategies which are appropriate for the local learner population, the overall objectives of the program, and the settings in which learning occurs. This will probably require the establishment of certain criteria and procedures to guide the selection, design, or development processes which focus on meeting the stated needs of the learner population(s) in question;

Identifying, Retrieving, and Evaluating data to make instructional decisions with regard to learners and their objectives through the process of managing information which will provide indicators upon which instruction-related decisions can be made;

Analyzing and Modifying instructional experiences to meet the learner outcomes specified;

Selecting and Utilizing instructional media/technology which provides support for the attainment of program and individual objectives;

Conferencing with parents for the purposes of sharing ideas about the instructional program, the child and his progress, and issues or problems which require sensitivity and/or action; and,

Relating to professional associations or agencies which contribute to the generation, dissemination, or utilization of knowledge concerning society, education, or learners.

To prepare prospective teachers to perform the above instructional management and support functions proficiently, it is suggested that teacher education programs consider the implementation of experiences which will develop these capabilities or competencies. However, there are also some larger and more broadly based ability areas which also require consideration. These will include:

1) The relationship between the individual and society, especially in such areas as: career exploration and commitment; the processes of change, innovation, and adaptation; the needs for resource development and utilization; the relationship between history, culture, and social structure; the relationship between family and community life; the issue of how people govern themselves; and, the relationship of these influences to education;

2) The capability to solve problems through variant methodologies and strategies, relating both to individuals and to groups;

3) The relationship between man and his environment;

4) The capability to perceive and communicate effectively, which probably relates some knowledge of and practice in the means (tools) by which communication occurs, the processes and contents identified with communication, and the various modes in which communication occurs, e.g., verbal, non-verbal, print, visual; and,

5) An accurate knowledge about one's self, which probably includes a capability for self-analysis, a means by which interests, goals, and plans can be derived, a recognition of and commitment to self-fulfillment, and the employment of self-direction to achieve this end.

Application of the ComField Projections and Their Implications

A ComField based teacher education program is committed to the derivation of program objectives which provide the direction and focus

for the instructional experiences and management activities. To be effective, these program objectives must be identified and described with reference to the qualities and capabilities which prospective teachers are expected to demonstrate prior to certification as elementary teachers.

Projections from society and education are expected to be used by those who are responsible for the derivation of the teacher education program objectives. The outcomes of the proposed program for prospective teachers in early childhood and elementary education will to a large degree rest upon the quality and interpretation of the program objectives. For example, the instructional design and development function cannot substantively begin their task of instructional experiences identification and development until the objectives of the program are clearly stated. Therefore, the quality of these follow-up activities will be based upon the reliability and appropriateness of the objectives which specify the kind of prospective teacher who is to be prepared for service in early childhood and elementary education. So it is with all functions which support and carry out instruction.